

## Latin Leaflet

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The *Latin Leaflet* is issued by the Department of Classical Languages in the interest of Latin teaching in the high schools of Texas.

Editor.

### TO THE CLASSICAL TEACHERS OF TEXAS

The chairman of the Classical Section of the State Teachers' Association is urging that all the teachers of Latin in the state pay as soon as possible their dues to the Association, taking care to indicate the section to which they belong. The reason for this is that twenty-five per cent of the membership fee goes to the department to be used in securing suitable speakers from without the state; and it is extremely desirable to know as early as possible what funds will be available for this purpose, as the great demand for lecturers at this time makes it difficult to secure the right persons unless the matter is taken up early in the year. The fact that Texas is so far from the great centers makes it more expensive as well as more difficult than it would otherwise be to bring noted leaders. We need the inspiration of such leaders. Those who can attend the meetings will derive a direct benefit; but it is no less incumbent upon those who cannot attend to help to advance the cause. You are urged, therefore, entirely regardless of whether you

plan to attend the next session or not, to keep up your membership, and to attend to the matter without delay.

Those who have been attending recent meetings will not need to be told how much they are accomplishing or how much real enthusiasm is being engendered. For the benefit of those who have not had this privilege it should be stated that the Classical Section has launched a campaign to improve Latin teaching in the state both by securing information as to its status and by devising ways and means for improving the conditions that exist. Every Latin teacher should have a part in this. Experienced teachers in college or high school will be needed for inspiration and leadership. Those of small experience need the instruction, the fellowship, and the enthusiasm that these meetings afford. May we not count upon a registration of at least one hundred and fifty? And may we count on you?

### CLASSICAL STUDENTS IN THE UNIVERSITY OF TEXAS WHO WERE ON THE FALL TERM HONOR ROLL

*Summa cum Laude*  
Best 37 out of 3032

Almon, Vera -----Gainesville  
Beall, Mildred L. -----Nacogdoches  
Cole, R. Taylor-----Franklin

Dechard, George M. ....	Austin
Dorroh, Joe L. ....	Rosebud
Penick, Ruth. ....	Austin
Reveley, Cora T. ....	San Antonio
Sampley, Arthur M. ....	Austin
Sparger, Charles Herman. ....	Austin
Taylor, Sallie Bernice. ....	Lorena
Whyburn, Gordon T. ....	Lewisville

*Cum Laude Amplā et Magnā*  
Best 97 out of 3032

Casey, Bertha Florence. ....	Austin
Coldwell, Eugenia. ....	Galveston
Green, Vivian M. ....	Austin
Hair, Marion B. ....	Big Spring
Hassell, Floyd. ....	San Angelo
McDowell, Martha. ....	Lockhart
Marshall, Eugenia. ....	Hearne
Mitchell, Melba. ....	Victoria
Stolterfoht, Beatrice. ....	Corpus Christi
Wilson, Ivie. ....	Eastland
Witherspoon, Mrs. Anna C. ....	Austin

*Magnā cum Laude*  
Best 148 out of 3032

Beckham, Perla. ....	Austin
Henderson, Corinne. ....	Linden
Moore, Myrtle E. Todd. ....	Austin
Nayfach, Julius. ....	San Antonio
Sledge, W. Terrell. ....	Kyle

*Amplā cum Laude*  
Best 201 out of 3032

Chapman, Martha. ....	Lufkin
Hander, Ethel. ....	Beaumont
Newcomer, J. Donna. ....	Silsbee
Titworth, Coma A. ....	Sabinal

*Cum Laude*  
Best 291 out of 3032

Andrews, Nannie. ....	Lancaster
Hamilton, Robert H., Jr. ....	Austin
McFarland, Mary Agnes. ....	Galveston
O'Neal, Josephine. ....	Franklin
Peters, Roger P. ....	Austin
Taylor, Mary. ....	Corpus Christi
Traylor, Lucile. ....	New Waverly

Attention is called to the honor roll above. The Dean of the College of Arts and Sciences in the University of Texas each term uses this means of honoring students whose records are worthy. This he does with the hope that other students may be inspired to raise their grades. Not only should deserving students be rewarded, but the schools from which they come should have their share of merit. It is worth noting that out of a list of thirty-seven here printed seventeen come from small towns. This should furnish food for reflection on the part of those who maintain that Latin should be eliminated from small high schools.

Editor.

## NOTES FROM THE FIELD

Miss A. L. Walker, Junior High School, Fort Worth, sends in material for these two notes:

1. I am a great believer in sight reading. In order to get time for this reading I have the pupils, at stated times, prepare in writing at home the lesson assigned. When the class meets, I take up this work and answer any questions that may be asked. The hour is then given to sight work. At first, I allow the use of the vocabulary. Later, after the pupils have acquired confidence and proficiency, they are asked to translate without any aids.

2. Latinists declare that one of the objectives in the study of their subject is to improve one's English. We must, then, as teachers, see that no bad habits in translation are formed. The place to begin is with the first year classes. It may be tedious to accomplish, and it will certainly require daily vigilance on the part of the teacher. A pupil should never hear or say such phrases as: "having been influenced," "these things having been found out." Let him say and hear rather: "the leader on being influenced," "Caesar, after he had heard this," "the father, because he was moved with compassion," etc. The loose use of participles is perhaps the commonest weakness in translation.

The *Latin Leaflet* expresses its appreciation of these notes, both because of their content and because someone out in the field has been interested enough in the work that is now being attempted to send in suggestions.

It is urged that every teacher establish the habit of having sight translations and that these results be allowed to count as a large part of the pupil's grade for the month or term. It is well to keep this fact from the pupils, because better results are obtained when they feel free from pressure. It is suggested further that even on memory passages in examinations, the text be varied enough to call out individual thinking. This can be done by throwing direct passages, for instance, into indirect, or vice versa. By careful thinking and planning, examination questions can be made short and yet comprehensive. The pupil should be trained from the beginning to judge his translations. If a passage means

nothing to him, it is sure to mean nothing to anybody else.

### A PHYSICIAN'S TRIBUTE TO THE CLASSICS

Dr. H. A. Royster of Raleigh, N. C. in speaking before the State Medical Association gave the following tribute to the classics:

"Brains are the alpha and omega of the man of medicine. . . . The study of medicine bestows no more brains and adds not one cubit to the mental stature. It provides only a few more implements of the mind to be used for good or for ill. Unless the roots are deeply planted in the soil of real learning, the study of any science narrowly pursued takes away from the natural resources of the mind more than it puts in. In other words, a finely endowed intellect is needed to carry on in the realm of science, to withstand its temptations toward the illogical, to keep clear headed in the midst of fact and fancy.

"Make no mistake about culture. Culture is refinement, accuracy, poise, resourcefulness; it is not effeminacy, weakness, conventionalism, impracticability. We have been getting too far away from the humanities, from classical education, from academic scholarship, if you please. In the quest of science—and there is no nobler pursuit—we have set up utilitarian courses, called premedical and certainly premeditated, for the purpose of reducing to a minimum all those things which do not bear directly on the matter in hand, and swelling to a maximum those that are concerned in the material things of medicine. In this we have left out the very bed rocks of learning: the capacity to interpret the phenomena and the power to express the findings. If the average trained laboratory worker in our country today has any weakness, it is his inability to convey his ideas, to put down what he has done, to express his results in terms clear and terse. Generally his work surpasses his words. And it is not the misfortune of the individual, but of the plan which essays to substitute scientific research for sound scholarship; to get the one without the other, when we may have both. It is the common failing of the later generation of medical men that they do not write so lucidly or think so accurately as those just before them. There are, of course, numerous and notable ex-

ceptions. But the observation is probably correct, and its explanation lies in the small stress placed on actual scholarship required of one entering the profession of medicine.

"We are living in an age of inaccuracy. We are inaccurate in thought, in speech, in spelling, in writing. We know a great deal; but do we know anything very well? Short cuts and practical preparation are the order of the day. Language, the only medium through which thoughts are given out, has been almost forgotten. Will it be considered very old fashioned if I should suggest that the neglect of the languages, and particularly the banishment of Greek, may be responsible for our loose thinking and our lack of scholarship? The value of Greek for the medical student might be a theme for a discourse in itself. If you should go over the evidence, you would be surprised to find how much medicine owes to the Greek language, what a very large number of our words referring to diseases, operations, and organs are derived from the Greek—fully as many as from Latin. And many of those coming through the Latin were taken originally from Greek. 'We suspect, too, that our men of science who are supposed to be opposed to "so much Greek" must study that language secretly or they assuredly could not name the tools of their own trade.' The chief advantage of the study of Greek is a training in accuracy, in the expression of nice shades of meaning, the very essence of a cultivated mind engaged in scientific thought. We cannot divorce science and culture; we cannot go on rearing a race of seekers after truth who are not trained thinkers; we cannot fail to perceive that the education of a candidate for a learned profession means for us, as it has meant for all the older nations, a thorough grounding in the ancient and honorable arts and classics before we approach the special study needed for our dignified calling. That way trod our great fathers, who outstripped us with the means at their disposal; that way lies our hope of elevation, of bringing back the well rounded medical man and adding to him the marvellous scientific attainments of the present age. My thought was expressed by Thomas L. Stedman, in these words: 'Some day the pendulum will swing the other way and a new renaissance will once more join culture to knowledge to make the perfect physician.'"—*Classical Weekly*.



## CATILINE'S CONSPIRACY

## A Motion Picture Scenario

I. *Cicero and Catiline in Boyhood*  
A. Catiline.

1. A spoiled, pampered child who has all his desires granted. He becomes very angry at his parents or nurse if they do not do things that suit him.

## B. Cicero.

1. A normal, studious boy who has to do things for himself.

II. *Early Manhood*

## A. Catiline.

1. A pugnacious, bullying young fop, who is a leader in all cruel or wicked undertakings.

## B. Cicero.

1. An honest, straightforward young lawyer, putting his whole mind and energy into protecting the innocent and punishing the wicked.

III. *The Consular Election*

## A. Cicero elected.

1. Cicero is congratulated by all his friends and relatives.
2. Catiline vows to take out on Cicero his anger at being defeated.

IV. *The Conspiracy*

## A. Catiline and his colleagues meet at the house of Marcus Laeca and make plans for overthrowing the government and taking possession of Rome.

## B. Catiline sends men to Cicero's house to kill him while pretending to be visiting him.

## C. A woman gives Cicero a hint that there is a conspiracy against him. He does not allow the would-be assassins to enter his house.

V. *The Accusation*

## A. Cicero makes a speech before the Senate, accusing Catiline of making plans against the Roman government.

## B. All of the senators get up from their seats and leave Catiline sitting alone.

## C. Muttering a threat against Cicero, Catiline leaves the Senate with all of the senators sneering at him.

## D. Cicero shows that Catiline's departure proves his guilt.

## E. Catiline flees from Rome. He joins the armies of Manlius, one of his allies, who is encamped in Etruria.

VI. *The Capture of the Conspirators*

## A. Ambassadors of the Allobroges are found bearing letters to their

tribe urging them to make war on the Roman Empire. These letters were signed by some Roman citizens.

## B. These conspirators, Lentulus, Cethegus, Statilius, and Cassius are taken prisoners.

VII. *The Trial*

## A. Volturcius turns state's evidence.

## B. Cicero proves each of the conspirators guilty, and they confess their guilt.

## C. Cicero is greatly honored by the Roman citizens after the trial.

VIII. *Death of Catiline*

## A. Catiline is killed in battle when the army of Manlius is annihilated by the Roman soldiers.

IX. *Death of the Other Conspirators*

The other conspirators are put to death in the Tullianum after they have been found guilty.

LOU INGRAM,

Student in Terrell High School.

## CICERO VS. CATILINE

How long will you, O Catiline,  
Our patience so abuse,  
How long will you make sport of us,  
Your talents to misuse?  
Do not the guards of Palatine,  
The gathering of good men,  
The looks upon the faces here,  
Affect your heart and mind?  
And do you think, O wicked man,  
You know those plans alone?  
Your thoughts are clear as day to us;  
Your meetings, too, are known.  
O murderer, you should be killed,  
Men died for less than that,  
And yet we do not punish you  
For fear of wrong—or what?  
I knew you met in Laeca's house;  
I knew you would rebel;  
I knew your whole conspiracy;  
And yet I cannot tell  
What kept me from destroying you,  
Unless that it should be  
A fear of how the world would talk—  
Unpopularity.  
Set out with all your wicked friends  
And make our city pure,  
O you, a profligate of men,  
To growing youths a lure.  
Go forth, O Catiline, and live  
Outside the city wall.  
I call on Jove to aid me now  
And to protect us all.

Contributed to *Latin Notes* by a junior in the High School at Mauston, Wisconsin.